

# Utah CGP-Guidance Activities Actio. . Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Payson Middle District Nebo

Target Group:(whole school, entire class) 6th and 7th grade students (whole school)

Target Group selection is based upon the following data/information/school improvement goals: SIG goal of improving school climate and student relations

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Bullying incidents will be reduced and students will exhibit caring & helpful behavior in preventing or stopping bullying incidents.	MG: A1 (regard for self & others) MG: A3 (civil and considerate spirit) PS: A1 (self-knowledge) PS: A2 (interpersonal skills)	Counselors will deliver information to all students in their English classes. Roleplays, a video, true-life stories, writing exercises, and creative group poetry will all be part of the delivery. Anti-bullying pledges will be signed.	Mrs. Jarrell will give detailed research in support of the upcoming teaching at an in-service. There will be follow-up materials provided.	From the classes taught, there will be 99% of students signing the anti-bullying pledge or writing their own true bully/victim experience. Students will report bullying incidents seen to Cnsrs/Admin	Start: 9-10-04 End: 10-06-04 6th grade  Start: 12-03-04 End: 12-11-04	All students 1,061

[Signature] 10-20-04  
Principal's Signature Date

September 10, 2004  
Date of Staff Presentation

[Signature]  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Payson Middle District Nebo

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Head: Lynette J. Jarrell  Co: Doug Houghton	all 6th and 7th grade students	Self-made curriculum, using original art-work and poetry, "Take Action Against Bullying" video, and true stories from internet sources	9-5-04 to 10-6-04 6th grade + 12-3-04 to 12-13-04 7th grade	all students  Approx 1,060 taught	Pre: Unaware to a large extent of what bullying involves & how to combat it Post: As evidenced in change of report frequency and diminishing bullying consequences/ punishment, students have internalized concepts taught	Change in behavior: 1. More reporting, due to awareness of problem & help available 2. All students watch for & can/dointervene in bullying incidents 3. Students are empowered to protect	The data indicates that more thought and compassion are used in relations. Students know of damage to victims and the long- range effect of bullying on victims/bullies, so bullying is no longer "macho"



Principal's Signature

4-21-05

Date

10-5-04

Date of Staff Presentation



Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data,  
examples and documentation

# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Payson Middle District Nebo

Target Group: 6th and 7th grade students w/ at least 1 "F" in term 1

Target Group selection is based on the following data/information/school improvement goal: based on "F" lists in 515 academic program files

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Target students will improve academically as the result of individual counseling and guidance at the end of term 2	AL:A (academic self concept, skills for learning improvement, and achieve school success)	After lists are generated, I will identify and individually counsel each 7th grader with 1 or more F grades at the end of term 1. Mr. Houghton will meet w/ 6th graders. Explanations of long-term consequences & challenges to improve will be given; follow-up checking.	I will need the cooperation of teachers in permitting me to "borrow" students from their classes for a counseling session & follow-up	Of the students who will be identified as having 1 or more F grades at the end of term 1, 100% will be counseled and at the end of term 2, we project at least 80% of them will have no F grades, fewer F grades or no more than what they had.	October 26, 2005 start Counseling ends 11-1-05 Followup and tabulations will be done by Feb 1, 2005	Between 80 and 100

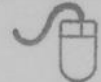
[Signature]  
Principal's Signature

10-20-04  
Date

10-28-04  
Date of Staff Presentation

[Signature]  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs (letter)



ENTERED

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Payson Middle District Nebo

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Head: Linette J. Jarrell Co: Douglas Houghton	45 6th grade students w/ F grades 1st term & 41 7th grade "F" students	"F" 1st 1st and 2nd term from school 515 state computer files	Counseling began 11-12 and ended 11-22 Follow up was done as needed in Dec. Tabulations were done in 6th by Jan 25	7th grade: No Fs 2nd term: 22/41=54% Fewer Fs: 5/41=12% Same#= 11/41=27% More Fs: 3/41=7% 93% improve or same, 90% in 6th grade	Pre-test 56 6th and 7th graders w/ F grades Post-test 93% 7th 90% 6th improvement or "stayed same" in # of F grades end of 2nd term	Grades improved or didn't worsen in 93% of 7th grade counselees and 90% of 6th grade counselees	Students can & do improve academic achievement w/ 1-on-1 counseling. They now know why grades are important & know skills to improve study & homework completion

[Signature] 4-21-05  
Principal's Signature Date

—  
Date of Staff Presentation

Linette Jarrell  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation



# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005\*

School Spanish Fork Middle District Nebo

Target Group: All 6<sup>th</sup> and 7<sup>th</sup> Grade Students at Spanish Fork Middle School

Target Group selection is based upon the following data/information/school improvement goals: School Improvement Plan recommended a "school-wide" program to address the needs assessment data which showed high concern from parents and students on this "safe schools" issue.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results?	Start/End Dates	Projected # of Students Impacted
Reduce or eliminate violent behavior at our school, specifically behavior coded: "threat/intimidation," "assault/simple battery" (fighting), and "sexual offenses."	1. Knowledge of the importance of self-concept 2. Skills to interact with others <b>ASCA Standards:</b> A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. C. Students will understand safety and survival skills.	The anti-harassment lessons, that were counselor generated from <u>Bully Beware</u> and <u>Bully Proof Your School</u> materials, were delivered to all 6 <sup>th</sup> grade English classes and reviewed in all 7 <sup>th</sup> grade classes. (Presentation in 7 <sup>th</sup> was done in 2003.) There are 26 sections of 6 <sup>th</sup> grade English and 25 sections of 7 <sup>th</sup> grade English.	Faculty training on school policies and procedures for the anti-harassment program.  Funding for "harassment cards" for each student to be used by teachers and administration.	Pre and post reports on the number of behaviors which require administrative interventions.  (It is expected that reported behaviors may initially increase because of increase in reporting.)	9 / 04 – 5 / 05	Projection that all 1380 students who receive the training will become aware of behaviors which constitute harassment. Reduction of approximately 25 % of students reported for incidents of threats, assault and sex offenses.

Steven Dudley  
Principal's Signature

5-31-05  
Date

Oct. 5, 2004  
Date of Staff Presentation

Stephanie Kilpatrick  
Prepared By  
**ENTERED**

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005; may be submitted in other formats but include all information as required below.

School Spanish Fork Middle District Nebo

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of students affected **	Perception Data Pre and post test competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related date, and/or skills competency data**	Implications What does the data tell you? What can the student do with this now?
Jeff Cook Stephanie Killpack	All 6 <sup>th</sup> and 7 <sup>th</sup> grade students	Counselor generated lessons from <u>Bully Beware</u> and <u>Bully Proof Your School</u>  Anti-harassment cards for each student	9 / 04 Data collection for pre-program and start of program. 1 / 05 Completion of initial program. Beginning of collection of post program data. 4 / 04 Completion of post data for time period similar to pre program.	1380 students taught lessons in classroom setting.  Follow-up sessions in groups of 30 sixth-grade students and individually with 7 <sup>th</sup> grade students.	Post data shows: reduction of reported incidents of "assault-simple/battery (fighting)" from 35 to 24; a reduction of reported incidents of "threats/intimidation" from 14 to 13; and a decrease of reported incidents of "sex offenses" from 5 to 3 .	All students have received training in reporting incidents of harassment and have been given a harassment card. There were 32 % fewer incidents of assault-simple battery, 40% fewer incidents of sex offenses, and 7 % fewer incidents of threat or intimidation.	The data indicates that although they have been trained in reporting, the number of incidents reported has decreased over time in every category. We were disappointed in the small decrease in threats and intimidation and hope to address that more specifically in the future.

Steven Dudley  
Principal's Signature

5-31-05  
Date

May 3, 2005  
Date of Staff Presentation

Stephanie Killpack  
Prepared By Jeff Cook

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data examples and documentation

# Behavior Report - Listing

## Spanish Fork Middle

Page...

Gender	Grade	Ethnic	Status		
Date		Points	Alert	Refer To	Involvement
M	6	Hispanic	A		
12/02/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
09/30/2004		0.00		<Unassigned>,	Perpetrator
12/15/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
12/22/2004		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
10/12/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
12/09/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
10/15/2004		0.00		<Unassigned>,	Perpetrator
01/03/2005		0.00		<Unassigned>,	Perpetrator
M	6	Black-Not	A		
09/27/2004		0.06		<Unassigned>,	Perpetrator
M	6	White-Not	A		
09/22/2004		0.02		<Unassigned>,	Perpetrator
M	7	White-Not	A		
12/21/2004		0.00		<Unassigned>,	Not Applicable
M	6	White-Not	A		
10/25/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
10/15/2004		0.00		<Unassigned>,	Perpetrator
M	7	Black-Not	A		
10/01/2004		0.00		<Unassigned>,	Perpetrator
12/02/2004		0.00		<Unassigned>,	Perpetrator
M	6	Hispanic	A		
11/01/2004		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
09/21/2004		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
12/02/2004		0.00		<Unassigned>,	Perpetrator

# Behavior Report - Listing

## Spanish Fork Middle

Page: 2

Gender	Grade	Ethnic	Status		
Date	Points	Alert	Refer To	Involvement	
M	6	White-Not	A		
09/21/2004	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
11/02/2004	0.00		<Unassigned>,	Perpetrator	
11/03/2004	0.00		<Unassigned>,	Perpetrator	
12/02/2004	0.00		<Unassigned>,	Perpetrator	
12/17/2004	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
09/27/2004	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
10/20/2004	0.00		Killpack, Stephanie	Perpetrator	
M	7	Hispanic	A		
11/02/2004	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
09/08/2004	0.00		<Unassigned>,	Perpetrator	
M	6	Black-Not	A		
12/17/2004	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
10/04/2004	0.00		<Unassigned>,	Perpetrator	
11/17/2004	0.00		<Unassigned>,	Perpetrator	
M	6	Hispanic	A		
12/21/2004	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
01/03/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
10/20/2004	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
12/13/2004	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
12/13/2004	0.00		<Unassigned>,	Perpetrator	

Walton, Josiph Grant [51529]

Assault-Simple/Battery (fighting)

Wheeler, Joshua [16038]

Assault-Simple/Battery (fighting)

Total Incidents: 35

End of Report



# Behavior Report - Listing

## Spanish Fork Middle

Page:

Gender	Grade	Ethnic	Status		
Date	Points	Alert	Refer To	Involvement	
M	7	White-Not	A		
03/11/2005	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
01/03/2005	0.00		<Unassigned>,	Perpetrator	
01/27/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
03/01/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
01/12/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
03/25/2005	0.00		<Unassigned>,	Perpetrator	
F	6	Hispanic	A		
02/10/2005	0.00		<Unassigned>,	Perpetrator	
F	7	White-Not	A		
03/09/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
01/31/2005	0.00		<Unassigned>,	Perpetrator	
M	7	White-Not	A		
01/04/2005	0.00		<Unassigned>,	Not Applicable	
F	7	White-Not	A		
02/10/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
02/02/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
03/30/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
03/21/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
03/30/2005	0.00		<Unassigned>,	Perpetrator	
M	6	White-Not	A		
01/05/2005	0.00		<Unassigned>,	Perpetrator	
M	6	Black-Not	A		
03/21/2005	0.00		<Unassigned>,	Perpetrator	

# Behavior Report - Listing

Page:2

Spanish Female Middle

Gender	Grade	Ethnic	Status		
Date		Points	Alert	Refer To	Involvement
M	6	White-Not	A		
02/01/2005		0.00		<Unassigned>,	Perpetrator
03/30/2005		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
03/25/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
01/28/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
01/03/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
02/24/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
02/24/2005		0.00		<Unassigned>,	Perpetrator

Total Incidents: 24

End of Report

**Behavior Report - Listing**  
**Spanish F. & Middle**

Page: 1

	Gender	Grade	Ethnic	Status		
	Date		Points	Alert	Refer To	Involvement
	M	6	White-Not	A		
ole	09/23/2004		0.00		<Unassigned>,	Perpetrator
	M	6	White-Not	A		
ole	11/23/2004		0.00		<Unassigned>,	Perpetrator
	M	6	White-Not	A		
ole	09/23/2004		0.00		<Unassigned>,	Perpetrator
	M	6	White-Not	A		
ole	09/23/2004		0.00		<Unassigned>,	Perpetrator
	F	7	White-Not	A		
ole	10/13/2004		0.09		<Unassigned>,	Perpetrator

Total Incidents: 5

End of Report

**Behavior Report - Listing**  
**Spanish F... Middle**

Page: 1

	Gender	Grade	Ethnic	Status		
	Date		Points	Alert	Refer To	Involvement
	M	6	White-Not	A		
ole	03/24/2005		0.00		<Unassigned>,	Perpetrator
	M	7	Hispanic	A		
ole	03/24/2005		0.00		<Unassigned>,	Perpetrator
	M	7	White-Not	A		
ole	02/08/2005		0.00		<Unassigned>,	Perpetrator

**Total Incidents: 3**

**End of Report**

# Behavior Report - Listing

Page: 1

Spanish Female Middle

Gender	Grade	Ethnic	Status		
Date		Points	Alert	Refer To	Involvement
M	6	Black-Not	A		
09/09/2004		0.09		<Unassigned>,	Perpetrator
M	7	White-Not	A		
09/21/2004		0.06		<Unassigned>,	Perpetrator
M	7	Hispanic	A		
12/08/2004		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
09/09/2004		0.09		<Unassigned>,	Perpetrator
11/10/2004		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
12/13/2004		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
11/11/2004		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
09/14/2004		0.09		<Unassigned>,	Victim
F	7	White-Not	A		
11/12/2004		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
10/13/2004		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
11/11/2004		0.00		<Unassigned>,	Perpetrator
11/11/2004		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
11/10/2004		0.00		<Unassigned>,	Perpetrator
F	6	White-Not	A		
09/14/2004		0.09		<Unassigned>,	Perpetrator

Total Incidents: 14

End of Report



# Behavior Report - Listing

## Spanish I - Middle

Page: 1

Gender	Grade	Ethnic	Status		
Date		Points	Alert	Refer To	Involvement
M	7	White-Not	A		
03/01/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
02/11/2005		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
02/08/2005		0.00		<Unassigned>,	Perpetrator
M	7	White-Not	A		
01/13/2005		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
01/05/2005		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
01/24/2005		0.00		<Unassigned>,	Perpetrator
01/24/2005		0.00		<Unassigned>,	Perpetrator
01/24/2005		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
01/12/2005		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
01/12/2005		0.00		<Unassigned>,	Perpetrator
01/31/2005		0.00		<Unassigned>,	Perpetrator
F	7	White-Not	A		
01/24/2005		0.00		<Unassigned>,	Perpetrator
M	6	White-Not	A		
01/07/2005		0.00		<Unassigned>,	Perpetrator

Total Incidents: 13

End of Report

# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

School Spanish Fork Middle School

District Nebo

Target Group: All sixth-and seventh-grade students who have 1 or more failing grades at the first progress report.

Target Group selection is based upon the following data/information/school improvement goal: Our School Improvement goal to help students who are struggling in academic classes was the impetus for the identification of 11% of 7th grade and 13 % of 6<sup>th</sup> grade students.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)?	Resources/Staff Development Needed	Evaluation Method How will you measure results?	Start/End Dates	Projected # of Students Impacted
Reduction of failing grades.  Reduction of academically at-risk students through success in academic performance.  Improvement in grade point within the target group from initial grade posting to final calculation of the first term grades. (Program will also continue in other terms if successful.)	Competency I: Knowledge of the influence of a positive self-concept. Competency V: Understanding the relationship between work and learning. Competency IX: Skills to make decisions. ASCA Standards: Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Personal B: Students will make decisions, set goals, and take necessary action to achieve goals.	Individual meeting with each student in the target group to develop an improvement plan which may include one or more of the following interventions: tracking, skill building, tutoring, consultation with teachers, behavior contract, parent meeting, referral for evaluation for special education services, individual or group counseling	Coordination with student assistance program including tracking and skill building.  Consultation with individual teachers.  Presentation of goals and results in faculty meeting.	Comparison of pre-post academic records within targeted groups of students receiving individual and/or group counseling and other interventions.	9 /17/04 through 10/26/04  Program will also continue through other terms if successful	At least 50% of targeted students will show improvement in number of passing grades during the first term.  All students in the target group will be given options for improving grades.

Steven Dudley  
Principal's Signature

5-31-05  
Date

Nov. 2, 2005  
Date of Staff Presentation

Jeff Cook  
Prepared By Stephanie Killpack

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



# Utah CGP-Closing the Gap Results Report (Small Group) 2004-2005\*

School Spanish Fork Middle District Nebo

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test competency attainment or student data**	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Stephanie Killpack	All 6 <sup>th</sup> grade students with 1 or more failing grades at first progress report.	Individual meeting with each student in the target group to develop an improvement plan which may include one or more of the following interventions: tracking, skill building, tutoring, consultation with teachers, behavior contract, parent meeting, referral for evaluation for special education services, individual or group counseling	09/17/04 10/26/04	91 sixth-grade students in the first term.	Number of 6 <sup>th</sup> grade students with failing grades reduced from 91 to 33.	Number of students with failing grades in the 6 <sup>th</sup> grade was reduced by 63% following the interventions.	The interventions appear to help more than half of the target students to develop better patterns of academic success.
Jeff Cook	All 7 <sup>th</sup> grade students with 1 or more failing grades.			75 seventh-grade students in the first term.  The program was continued in other terms which affected over 100 students per term.	Number of 7 <sup>th</sup> grade students with failing grades reduced from 75 to 32.	Number of 7 <sup>th</sup> grade students with failing grades was reduced by 57 % following the interventions.	Hopefully, students will continue using the intervention strategies in the future to have greater academic success.

Steven Dudley  
Principal's Signature

5-31-05  
Date

May 3, 2005  
Date of Staff Presentation

Jeff Cook - Stephanie Killpack  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\* Attach data, examples and documentation

**Term (P1) Incomplete, Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade  
6

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
										1	2	3	4	
			7	Social Studies 6 A	Christmas, Robert	I	S	0	21					.NULL.
			1	Personal Dev	Lewis, Maria	I	S	0	2					.NULL.
			4	Band 6	Seely, Jerold	I	S	0	3	07				.NULL.
			6	Science 6	Atkinson, Kari	I	N	0	1					.NULL.
			4	Band 6	Seely, Jerold	I	S	0	3					.NULL.
			6	Science 6	Atkinson, Kari	I	S	0	1					.NULL.
			7	Social Studies 6 A	Christmas, Robert	I	S	1	1	06				.NULL.
			6	Science 6	Atkinson, Kari	I	S	0	2					.NULL.
			5	Social Studies 6 A	Christmas, Robert	I	S	0	0	06	07			.NULL.
			4	Band 6	Seely, Jerold	I	S	0	0	07				.NULL.
			1	Math 6	Cooper, Ruth	I	N	0	2	06	07			.NULL.
			2	Personal Dev	Lewis, Maria	I	S	0	2	07	04	09		
			3	Social Studies 6 A	Christmas, Robert	I	S	0	2	07				

**11 Total Students.**

**Term (P1) Incomplete/Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade  
6

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
										1	2	3	4	
			1	Social Studies 6 A	Cole, Kelly	F	S	0	8	04	06	07		.NULL.
			2	Math 6	Gibson, Brad	F	S	0	9					
			3	Science 6	Miya, Sharon	F	S	0	8					
			3	Social Studies 6 A	Cole, Kelly	F	S	0	2	04	06	07		.NULL.
			1	Social Studies 6 A C-	Cole, Kelly	F	S	0	1	04	06	07		.NULL.
			6	Math 6	Gibson, Brad	F	S	0	1					
			3	English/Reading 6	Packer, Trulee	F	S	0	42					.NULL.
			4	English/Reading 6	Packer, Trulee	F	S	0	42					
			5	Science 6 Social Studies	Atkinson, Kari	F	S	0	21					
			3	Science 6 C+	Smith, Julie	F	S	0	1					.NULL.
			7	Math 6 -	Bingham, Blair	F	S	0	0					
			4	Res Life Skills 6	Nelson, Heather	F	U	0	0					.NULL.
			3	Social Studies 6 A	Cole, Kelly	F	S	0	0	04	06	07		.NULL.
			4	Math 6 C-	Gibson, Brad	F	S	0	0					
			3	Social Studies 6 A C	Cole, Kelly	F	S	0	0	04	06	07		.NULL.
			5	English/Reading 6	Washburn, Joel	F	S	0	21					.NULL.
			6	English/Reading 6	Washburn, Joel	F	S	0	21					
			7	Social Studies 6 A	Little, Cory	F	S	0	10	09	07			
			7	Math 6 Social Studies	Gibson, Brad	F	S	0	6					.NULL.
			2	Art 6 Talk to Mrs. Gray	Gray, Elicia	F	S	0	3					.NULL.
			1	English/Reading 6	Washburn, Joel	F	S	0	8					.NULL.
			2	English/Reading 6	Washburn, Joel	F	S	0	8					
			7	Math 6	Oldham, Natalie	F	S	0	4	07	04			
			3	Social Studies 6 A	Cole, Kelly	F	S	0	0	04	06	07		.NULL.
			4	English/Reading 6	Maughan, Jeanette	F		0	0					
			5	English/Reading 6 C-	Maughan, Jeanette	F		0	0					
			3	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			4	English/Reading 6	Washburn, Joel	F	S	0	4					
			1	Social Studies 6 A using work math	Cole, Kelly Gibson	F	S	0	1	04	06	07	10	.NULL.



**Term (P1) Incomplete, Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade

**6**

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
										1	2	3	4	
✓			2	Math 6	Gibson, Brad	F	S	0	1					.NULL.
✓			2	Science 6 A	Smith, Julie	F	S	0	1					.NULL.
✓			1	English/Reading 6 Band 1	Packer, Trulee	F	S	0	4					.NULL.
✓			2	English/Reading 6	Packer, Trulee	F	S	0	4					
✓			2	Science 6 f	Smith, Julie	F	S	0	1					.NULL.
✓			7	Social Studies 6 A	Little, Cory	F	S	0	2	07				.NULL.
✓			3	English/Reading 6	Packer, Trulee	F	S	0	2					.NULL.
✓			4	English/Reading 6	Packer, Trulee	F	S	0	2					
✓			2	Science 6	Smith, Julie	F	S	0	0					.NULL.
✓			7	Math 6	Bingham, Blair	F	S	0	5					.NULL.
✓			1	Math 6	Stewart, Brynn	F	S	2	2					.NULL.
✓			3	Keyboarding, Middle	Smith, Barry	F	S	1	3					
✓			4	English/Reading 6	Phillips, Natalie	F	S	0	6					
✓			5	English/Reading 6	Phillips, Natalie	F	S	0	6					
✓			2	Science 6 R+	Smith, Julie	F	S	0	2					.NULL.
✓			2	Math 6	Gibson, Brad	F	S	0	1					.NULL.
✓			1	English/Reading 6 F Band 1	Washburn, Joel	F	S	0	11					.NULL.
✓			2	English/Reading 6 F	Washburn, Joel	F	S	0	11					
✓			4	Social Studies 6 A F	Little, Cory	F	S	0	5	09				
✓			6	Science 6 D	Smith, Julie	F	S	0	5					
✓			2	Science 6	Smith, Julie	F	S	0	0					.NULL.
✓			3	Social Studies 6 A	Gardner, Vicki	F	S	0	3					.NULL.
✓			5	English/Reading 6	Anderson, Brooke	F	N	3	9	06	07	08		
✓			6	English/Reading 6	Anderson, Brooke	F	N	3	9	06	07	08		
✓			7	Math 6	Cole, Kelly	F	S	0	2	04	06	07	10	
✓			1	English/Reading 6	Packer, Trulee	F	S	0	0					.NULL.
✓			2	English/Reading 6	Packer, Trulee	F	S	0	0					
✓			6	Math 6	Cole, Kelly	F	S	0	0	04	06	07		.NULL.
✓			1	Social Studies 6 A	Cole, Kelly	F	S	0	0	04	06	07	10	.NULL.

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**Term (P1) Incomplete, Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade

**6**

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
										1	2	3	4	
✓			2	Math 6	Gibson, Brad	F	S	0	0					.NULL.
✓			7	Math 6	Bingham, Blair	F	S	0	2					.NULL.
✓			1	English/Reading 6	Packer, Trulee	F	S	0	0					.NULL.
			2	English/Reading 6	Packer, Trulee	F	S	0	0					
✓			3	English/Reading 6	Washburn, Joel	F	S	1	8					.NULL.
✓			4	English/Reading 6	Washburn, Joel	F	S	1	8					
✓			3	Social Studies 6 A	Cole, Kelly	F	S	0	1	04	06	07	08	.NULL.
✓			2	Science 6	Smith, Julie	F	S	0	1					.NULL.
			3	English/Reading 6	Washburn, Joel	F	S	0	3					
			4	English/Reading 6	Washburn, Joel	F	S	0	3					
			7	Social Studies 6 A	Little, Cory	F	S	0	3	07				
✓			6	Science 6	Smith, Julie	F	S	0	0					.NULL.
✓			2	Math 6	Gibson, Brad	F	S	0	3					.NULL.
			4	English/Reading 6	Updike, Emily	F	S	0	4					
			5	English/Reading 6	Updike, Emily	F	S	0	4					
✓			2	Science 6	Smith, Julie	F	S	0	2					.NULL.
✓			5	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			6	English/Reading 6	Washburn, Joel	F	S	0	4					
✓			4	Social Studies 6 A	Little, Cory	F	S	0	1	07	09			.NULL.
✓			1	English/Reading 6	Packer, Trulee	F	S	0	4					.NULL.
✓			2	English/Reading 6	Packer, Trulee	F	S	0	4					
✓			1	English/Reading 6	Packer, Trulee	F	S	3	3					.NULL.
✓			2	English/Reading 6	Packer, Trulee	F	S	3	3					
✓			3	Science 6	Smith, Julie	F	S	0	1					.NULL.
✓			3	English/Reading 6	Anderson, Brooke	F	S	0	0	06	07			.NULL.
			4	English/Reading 6	Anderson, Brooke	F	S	0	0	06	07			
			6	Science 6	Smith, Julie	F	S	0	0					
✓			5	SC Math 6	Nelson, Heather	F	S	0	10					.NULL.
✓			4	English/Reading 6	Updike, Emily	F	S	2	4					.NULL.

**Term (P1) Incomplete, Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade

**6**

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
	11272		5	English/Reading 6	Updike, Emily	F	S	2	4					.NULL.
			7	Math 6 <i>et</i>	Cole, Kelly	F	S	0	2	07	06			.NULL.
			1	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			2	English/Reading 6	Washburn, Joel	F	S	0	4					
			7	Social Studies 6 A	Little, Cory	F	S	0	3	07				
			2	Social Studies 6 A	Cole, Kelly	F	S	0	2	04	06	07		.NULL.
			6	Science 6	Smith, Julie	F	S	0	2					
			6	English/Reading 6 <i>Fin Social Studies</i>	Packer, Trulee	F	S	0	2					.NULL.
			7	English/Reading 6	Packer, Trulee	F	S	0	2					
			2	Art 6	Gray, Elicia	F	S	0	0					.NULL.
			1	Social Studies 6 A	Little, Cory	F	S	0	3	10	07			.NULL.
			6	Science 6	Smith, Julie	F	S	0	4					
			7	Math 6	Bingham, Blair	F	N	0	5					
			4	Social Studies 6 A	Little, Cory	F	S	0	1	07	10			.NULL.
			2	Math 6	Gibson, Brad	F	S	0	6					.NULL.
			3	English/Reading 6	Washburn, Joel	F	S	0	7					
			4	English/Reading 6	Washburn, Joel	F	S	0	7					
			5	Science 6	Argyle, Brian	F	S	0	5					
			7	Social Studies 6 A	Little, Cory	F	S	0	4	07	04	10		
			3	Science 6	Smith, Julie	F	S	0	2					.NULL.
			1	English/Reading 6	Washburn, Joel	F	S	0	0					.NULL.
			2	English/Reading 6	Washburn, Joel	F	S	0	0					
			2	Social Studies 6 A	Cole, Kelly	F	S	0	5	04	06	07		.NULL.
			2	Art 6 <i>Social Studies</i>	Gray, Elicia	F	S	1	1					.NULL.
			4	Math 6	Cole, Kelly	F	S	1	1	04	06	07	10	
			7	Math 6	Bingham, Blair	F	S	0	0					.NULL.
			4	Math 6 <i>Band</i>	Gibson, Brad	F	S	0	0					.NULL.
			5	Social Studies 6 A	Little, Cory	F	S	2	2	07	10	04		
			6	Science 6	Lai, Erica Kay	F	S	2	3					.NULL.

# Term (P1) Incomplete Low Achievement List

Spanish Fork Middle Phone: (801) 798-4052

Grade

6

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
			3	English/Reading 6	Washburn, Joel	F	S	0	6					.NULL.
			4	English/Reading 6	Washburn, Joel	F	S	0	6					.NULL.
			2	Art 6	Gray, Elicia	F	S	0	1					.NULL.
			3	Social Studies 6 A	Little, Cory	F	S	0	1	07				.NULL.
			7	Math 6	Cole, Kelly	F	S	0	1	04	06	07	10	.NULL.
			1	English/Reading 6	Washburn, Joel	F	S	0	8					.NULL.
			2	English/Reading 6	Washburn, Joel	F	S	0	8					.NULL.
			6	Science 6 A-	Smith, Julie	F	S	0	4					.NULL.
			3	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			4	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			7	Math 6	Gibson, Brad	F	S	1	2					.NULL.
			4	Social Studies 6 A	Little, Cory	F	S	0	2	07				.NULL.
			6	Science 6	Smith, Julie	F	S	0	2					.NULL.
			4	Math 6	Gibson, Brad	F	S	0	1					.NULL.
			4	Social Studies 6 A F	Little, Cory	F	S	0	2	07	10			.NULL.
			5	Science 6	Atkinson, Kari	F	S	1	4					.NULL.
			3	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			4	English/Reading 6	Washburn, Joel	F	S	0	4					.NULL.
			7	Social Studies 6 A	Little, Cory	F	S	0	1	07	04			.NULL.
			5	Science 6	Atkinson, Kari	F	N	0	1					.NULL.
			5	English/Reading 6	Washburn, Joel	F	S	1	1					.NULL.
			6	English/Reading 6	Washburn, Joel	F	S	1	1					.NULL.
			6	English/Reading 6	Packer, Trulee	F	S	0	4					.NULL.
			7	English/Reading 6	Packer, Trulee	F	S	0	4					.NULL.
			6	Math 6	Cole, Kelly	F	S	0	1	04	06	07		.NULL.
			1	English/Reading 6	Washburn, Joel	F	S	0	2					.NULL.
			2	English/Reading 6	Washburn, Joel	F	S	0	2					.NULL.
			4	Social Studies 6 A	Little, Cory	F	S	0	1	07	04			.NULL.
			3	Social Studies 6 A	Cole, Kelly	F	S	0	2	04	06	07		.NULL.

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Term (P1) Incomplete ~~ow~~ Achievement List  
 Spanish Fork Middle Phone: (801) 798-4052

Grade  
**6**

Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
							1	2	3	4	
<i>testing for speller</i> 6	Math 6	Cole, Kelly	F	S	0	3	06	07	04		.NULL.
	2 Science 6 <i>BT</i>	Smith, Julie	F	S	0	0					.NULL.
<i>talk</i>	2 Social Studies 6 A	Little, Cory	F	S	0	10	09				.NULL.
<i>miss lai</i> 5	Science 6	Lai, Erica Kay	F	S	0	7					.NULL.

80 Total Students.

+ 11 Students as/ "I"

91 Total



**Term (M1) Incomplete/Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade  
6

	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
								1	2	3	4	
ake	7	Band 6	Seely, Jerold	I	S	0	0	07				3.704
	1	Science 6	Lai, Erica Kay	I	S	3	16	09	07			1.583
	5	English/Reading 6	Washburn, Joel	I	S	1	28	09	07			
	6	English/Reading 6	Washburn, Joel	I	S	1	28	09	07			
	1	Social Studies 6 A	Christmas, Robert	I	S	1	15	06				2.056
nika	7	Math 6	Oldham, Natalie	I	S	0	8	07	09			1.889
	3	Social Studies 6 A	Cole, Kelly	I	S	0	6	04	06	07	10	2.133
	7	Science 6	Lai, Erica Kay	I	S	0	7					
	1	Social Studies 6 A	Cole, Kelly	I	S	0	1	04	06	07		2.444
n	1	English/Reading 6	Packer, Trulee	I	S	0	8	07				2.067
	2	English/Reading 6	Packer, Trulee	I	S	0	8	07				
ias	3	English/Reading 6	Packer, Trulee	I	S	0	14	04				2.333
	4	English/Reading 6	Packer, Trulee	I	S	0	14	04				
	5	English/Reading 6	Anderson, Brooke	I	N	0	0	08	07			0.000
	6	English/Reading 6	Anderson, Brooke	I	N	0	0	08	07			
	1	English/Reading 6	Washburn, Joel	I		1	18	07	09			1.833
	2	English/Reading 6	Washburn, Joel	I		1	18	07	09			
	7	Band 6	Seely, Jerold	I	S	0	7	07				
	5	English/Reading 6	Anderson, Brooke	I	U	6	17	06	07	08		1.933
	6	English/Reading 6	Anderson, Brooke	I	U	6	17	06	07	08		
	3	English/Reading 6	Anderson, Brooke	I	N	1	3	10				2.500
	4	English/Reading 6	Anderson, Brooke	I	N	1	3	10				
	7	Math 6	Cole, Kelly	I	S	0	2	04	06	07	10	
	1	English/Reading 6	Washburn, Joel	I		1	3					2.200
	2	English/Reading 6	Washburn, Joel	I		1	3					
	3	English/Reading 6	Washburn, Joel	I	S	0	3	07				1.867
	4	English/Reading 6	Washburn, Joel	I	S	0	3	07				
	4	Band 6	Seely, Jerold	I	S	0	6	07				2.600
	5	Science 6	Argyle, Brian	I	S	0	0	06	07			2.167

Term (M1) Incomplete/Low Achievement List  
Spanish Fork Middle Phone: (801) 798-4052

Grade  
**6**

Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
							1	2	3	4	
1	English/Reading 6	Packer, Trulee	I	S	3	3	04	01			2.400
2	English/Reading 6	Packer, Trulee	I	S	3	3	04	01			
3	English/Reading 6	Packer, Trulee	I	S	0	0	01				
4	English/Reading 6	Packer, Trulee	I	S	0	0	01				
7	Social Studies 6 A	Christmas, Robert	I	S	2	2	06				2.389
6	English/Reading 6	Packer, Trulee	I	S	1	9					2.267
7	English/Reading 6	Packer, Trulee	I	S	1	9					
4	Math 6	Cole, Kelly	I	S	1	2	04	06	07		2.778
7	Band 6	Seely, Jerold	I	S	2	2	07				1.889
3	English/Reading 6	Washburn, Joel	I	S	1	7					3.000
4	English/Reading 6	Washburn, Joel	I	S	1	7					
5	English/Reading 6	Anderson, Brooke	I	S	0	16					1.250
6	English/Reading 6	Anderson, Brooke	I	S	0	16					
7	Math 6	Cole, Kelly	I	S	0	8	04	06	07	10	
7	Math 6	Oldham, Natalie	I	S	0	6					3.944
1	Math 6	Cooper, Ruth	I	N	0	5	06	07			2.000
6	English/Reading 6	Packer, Trulee	I	S	0	6					
7	English/Reading 6	Packer, Trulee	I	S	0	6					
5	Science 6	Lai, Erica Kay	I	S	0	12					1.333

26 Students in Grade 6

+7 Different  
F Students

33 Students Total

**Term (M1) Incomplete/Low Achievement List**  
 Spanish Fork Middle Phone: (801) 798-4052

Grade  
6

	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
								1	2	3	4	
	6	Math 6	Gibson, Brad	F	S	0	3	07				2.191
d,	2	Math 6	Gibson, Brad	F	S	0	12	07				1.857
- Testing?	7	Social Studies 6 A	Little, Cory	F	U	1	14	07	09	06		1.583
- Tutoring	7	Math 6	Gibson, Brad	F	S	0	8	07				2.056
	2	Math 6	Gibson, Brad	F	S	0	1	07				2.444
dra	7	Social Studies 6 A	Little, Cory	F	S	0	8	07				2.714
	4	Social Studies 6 A	Little, Cory	F	S	0	7	07				1.833
	7	Social Studies 6 A	Little, Cory	F	S	0	3	07				1.867
	2	Math 6	Gibson, Brad	F	S	0	4	07				1.667
	3	Math 6	Gibson, Brad	F	S	0	6	07				2.600
Testing?	3	English/Reading 6	Anderson, Brooke	F	N	1	3	06	07			0.905
	4	English/Reading 6	Anderson, Brooke	F	N	1	3	06	07			
	3	Math 6	Gibson, Brad	F	S	0	4	07				1.952
andler	4	Math 6	Gibson, Brad	F	S	0	0	07				1.889
	5	Social Studies 6 A	Little, Cory	F	N	2	2	07	10	08		
	3	Social Studies 6 A	Little, Cory	F	N	0	8	07	09			1.250
	4	Social Studies 6 A	Little, Cory	F	N	0	6	07	10			1.667
on	7	Social Studies 6 A	Little, Cory	F	N	0	2	07	10			2.238
	2	Social Studies 6 A	Little, Cory	F	N	0	15	09	07			1.333

17 Students in Grade 6

+16 <sup>Different</sup> Students w/ Igrades  
33

# Utah CGP-Guidance Activities Actio... Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

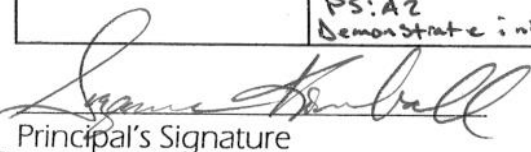
School Springville Middle District Nebo

Target Group:(whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals: Community Council Strongly


Suggested I wanted to see an incentive plan to help students feel more a part of the school & also to feel like they can be rewarded for good student traits.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students will demonstrate an increase in positive behavior, attendance, respect for other students & teachers, and overall good school citizenship.	AL: A1 Improve academic Self-Concept AL: A3 Achieve School Success MG: A1 Demonstrate a deep regard for self & others MG: A3 Demonstrate a civil & considerate spirit while participating in society PS: A2 Demonstrate interpersonal skills	- All teachers & staff will attend a presentation on the reward/Incentive wheel, nomination cards, & how it works. - Students will attend an assembly demonstrating the reward wheel, & will learn how they can be nominated by their teachers to spin the wheel. - Also, students will learn what behaviors will be rewarded & receive classroom presentations on these throughout the year.	- Reward wheel - Prizes - Nomination cards - Teacher Training - <del>nomination</del> Student Assembly	- Teacher Questionnaire - End of year Teacher Questionnaire displaying increases in behavior, attendance, academics, etc. - S.M.S. Incentive Data	Aug. 2004 - May 2005	1104 (Entire School) * Not all students will get to spin the wheel, but all students have the opportunity to be nominated for the chance to do so.

  
Principal's Signature

May 18, 2005  
Date

May 18, 2005  
Date of Staff Presentation

 Eric Baum  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

 ENTERED

**Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\***  
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School \_\_\_\_\_ District \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
MR. Baum, MR. Murphy, & MRS. Chappell	Entire Student Body (1104) 6th & 7th grade students	- District guidelines on appropriate student behavior  - Teacher input on what behaviors they would like to see.	Aug. 2004- May 2005	- See Attached Sheet  - All students had the opportunity to be nominated for the reward wheel, even though not all were able to spin.	- See attached Sheet	- See attached sheet	- Teachers were very positive about the reward wheel & presented they would like to see it continue.  - Most teachers saw an improvement in behavior, treatment of other students, better attendance, and academics within their classrooms.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation



# Incentive Program Teacher Questionnaire

Please read the following questions and check the box that best describes how you think about that particular question.

#1 Strongly Agree   #2 Agree   #3 Not Applicable   #4 Disagree   #5 Strongly Disagree

	Strongly Agree	Agree	Not Applicable	Disagree	Strongly Disagree
Our school should have an incentive program that rewards students for good behavior, grades, attendance, academic improvement, etc.	52	3	—	—	—
I would like to see an incentive program on a classroom level only.	15	10	—	12	18
I would like to see an incentive program on a school wide level only.	5	2	—	21	27
I would like to see an incentive program on both a classroom level, and a school wide level.	32	1	—	14	8
I would like an incentive program to help me help me with my classroom discipline.	49	4	—	2	—
I would like an incentive program to help me with academic achievement in my classroom.	36	6	4	5	4
I would like an incentive program to help me with struggling students	33	7	4	6	5
I would like to see students recognized for things other than typical achievements.	23	13	4	10	5
I would be willing to spend lots of time on an incentive program	19	8	—	22	6

60 Teachers were asked to fill-out this questionnaire at the beginning of the school year. The results are listed above. (5 questionnaires were not returned)

Reward Wheel  
Teacher End of Year Questionnaire

As with the questionnaire at the beginning of the year, please check the box that best describes your opinion on the following questions.

#1 Strongly Agree    #2 Agree    #3 Not Applicable #4 Disagree    #5 Strongly Disagree	Strongly Agree	Agree	Not Applicable	Disagree	Strongly Disagree
I would like to continue the Reward Wheel incentive program next year.	47	3	-	2	-
I found the Reward Wheel program to be a positive experience	39	7	4	-	-
The behavior in my classroom improved when I used the Reward Wheel as an incentive	25	16	8	3	-
Attendance improved in my classroom by using the Reward Wheel as an incentive.	28	9	6	9	-
Students improved academically when I used the Reward Wheel as an incentive.	31	14	7	-	-
Students treated others better in my classroom when told they could be nominated for the Reward Wheel for doing so.	26	10	12	4	-
Struggling students in my classroom responded better to me when I nominated them for the Reward Wheel for things they could achieve.	35	15	2	-	-
This was too much work for me as a teacher.	-	11	-	22	19
I would like the counselors to do less with the Reward Wheel.	-	2	-	5	45

60 Teachers were asked to fill-out this questionnaire in April. Results are listed above.  
(8 questionnaires were not returned)

# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

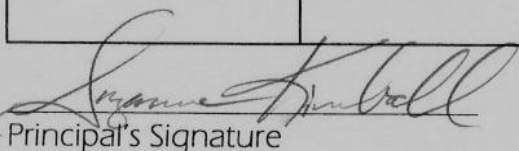
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Springville Middle District Nebo

Target Group: 6<sup>th</sup> grade Students receiving an "F" grade at mid-terms.

Target Group selection is based on the following data/information/school improvement goal: Last year, between 50 to 75 6<sup>th</sup> grade students were receiving at least one "F" grade at mid-terms & on final Grades.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
6 <sup>th</sup> grade Students will show improvement in "F" grades at mid-terms to a passing grade by the end of the term.	PS: B1 Demonstrate Skills for Goal Setting. PS: B3 Demonstrate Skills for Problem Solving AL: A2 Acquire Skills for improving learning AL: A3 Achieve School Success.	<ul style="list-style-type: none"> <li>- Counselors meet with each 6<sup>th</sup> grade student who has received at least 1 "F" grade at mid-term.</li> <li>- Print-out of all missing assignments, scores, &amp; test scores</li> <li>- tracking sheets are discussed</li> <li>- math lab times &amp; dates discussed</li> <li>- student planner with calendar</li> <li>- Goals set and broken down</li> </ul>	<ul style="list-style-type: none"> <li>- Students are given ideas &amp; suggestions on improving their "F" grade.</li> <li>- students give feedback on how they think they can improve their own grades.</li> <li>- Counselors will be aware of programs, materials, resources, etc. to help students improve grades.</li> </ul>	<ul style="list-style-type: none"> <li>- Student grades will be evaluated at mid-terms &amp; then again at the end of the term.</li> </ul>	Aug. 2004 - May 2005	50 - 75 6 <sup>th</sup> graders

  
Principal's Signature

May 18, 2005  
Date

May 18, 2005  
Date of Staff Presentation

Eric Baum  
Prepared By

ENTERED

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School \_\_\_\_\_ District \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
MR. Baum & MR. Murphy	6 <sup>th</sup> grade students receiving at least one "F" grade at mid-term.	<ul style="list-style-type: none"> <li>- SIS print-out of all missing assignments, scores, &amp; test scores</li> <li>- Tracking sheets</li> <li>- Math lab dates</li> <li>- Study guides</li> <li>- Student planners</li> </ul>	Aug. 2004 - May 2005	1 <sup>st</sup> Term 43 Students 2 <sup>nd</sup> Term 49 Students 3 <sup>rd</sup> Term 47 Students	- Student grades should improve after consulting with counselors.	1 <sup>st</sup> Term (mid-term) 43 students with at least 1 "F" grade. 1 <sup>st</sup> Term Final grade 21 Students with at least 1 "F" grade 2 <sup>nd</sup> mid-term 49 2 <sup>nd</sup> Final grade 26 3 <sup>rd</sup> mid-term 42 3 <sup>rd</sup> Final grade 23	<ul style="list-style-type: none"> <li>- At least half of the students who were counseled with at mid-terms were able to improve F grades to passing ones by the end of the term.</li> <li>- with study skills &amp; certain helps along with goals, students can improve grades.</li> </ul>

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation